Assignment: Wiki # 5

Name: Yan Chen

Course: CBSE 7201

Professor: Prof. O’Connor

12. Cortina, R., Makar, C., & Mount-Cors, M. (2015). Dual Language as a Social Movement: Putting Languages on a Level Playing Field. *Current Issues in Comparative Education*, *17(1),* 5-16.

In this editorial from a peer reviewed journal, the article highlights the crucial role of the community in support of dual language learning. Through this research, authors find dual language programs, when combined with the rest of the schools’ programs or when implemented across the school, to be one of the most innovative and effective forms of education programming.

Regina Cortina is Professor of International and Comparative at Teachers Colleges, Columbia University. Her research interests focus on comparative and international education.

Carmina Makar is Assistant Professor in the School of Education at The City College of New York. Her research and teaching interests focus on education for diverse populations.

Mary Faith Mount-Cors is President of EdIntersect and Part-time Faculty at the University of North Carolina.

This article is important to me because it discusses the importance of parental and community support for dual language programs. I will design several students and parents engaging activities as one of my research method to implement dual language into the 1st graders’ classroom.

13. Kelly, L. (2015). Language Environment of Dual Language Learners and the Use of Language Support Practices. *New Waves Education Research & Development*, *18(2),* 1-15.

In this editorial from a peer reviewed journal, Lori believes it is essential to study teaching practices the early childhood level due to the cultural and linguistic differences among children. In her study examined the language environment of dual language learners, specifically the use of language support practices in four preschool classrooms.

Lori Kelly, an Early Childhood Education Consultant and Adjunct Professor at the University of Oklahoma. She has published several articles on preschool education.

After reading this article, I have a better understanding that good teaching is not enough and that additional training for dual language learners is necessary for their academic success.

14. Lao, C. (2004). Parents' Attitudes Toward Chinese-English Bilingual Education and Chinese-Language Use. *Bilingual Research Journal*, *28(1),* 99-121.

In this editorial from a peer reviewed journal, Christy’s study surveyed 86 parents who enrolled their children in a Chinese-English bilingual preschool in San Francisco. She found that parents strongly support Chinese-English bilingual education and understood the purpose and underlying principles of bilingual education. The major reasons parents enrolled their children in Chinese-English bilingual school were the practical advantages of being bilingual, positive effects on self-image, and development of skills enabling effective communication within the Chinese-speaking community.

Christy Lao is currently an Associate Professor of Education at San Francisco State University. Dr. Lao has published widely in the field second language acquisition focusing on English and Chinese bilingual learners. For the past 20 years, she has worked with Chinese Bilingual schools and teachers in the San Francisco Bay Area, New York, Hong Kong and China.

This article is important to me for two reasons. First of all, it discusses that parents are more willing to enroll their children in dual language programs when they are aware of benefits from dual language programs. Second, I found out Christy Lao is a famous practitioner and theorist on the Chinese-English bilingual area, which will be very useful for my Chinese-English action research. All articles I read before were mostly Spanish-English bilingual research.

15. Sneddon, R. (2008). Young bilingual children learning to read with dual language books. *English Teaching, 7(2),* 71-84.

In this editorial from a peer reviewed journal, Raymonde discusses the positive impact on children’s confidence, on their personal identity as bilinguals in a multicultural British society. This article highlights the crucial role of the teacher and the school in providing a positive ethos in the classroom and support and resources for parents.

Dr. Raymonde Sneddon is a researcher in Language and Education at the Cass School of Education and Communities, University of East London. Her research interests are in the field of multilingualism and multiliteracy, community language teaching and complementary education and young children as authors and translators.

This article is useful to me because I have learned how important dual language books are. In my research, I will plan to use dual language books as one of my intervention into the class.

16. Carstens, S. (2015). Bilingual Education for Global Citizenship: Creating an Integrated Language/Culture Curriculum for Mandarin/English Students. *Human Organization, 74(1)*, 16-26.

In this editorial from a peer reviewed journal, Sharon introduces the growth of bilingual education in Mandarin Chinese in the United States. This article describes a long-term project that begins with ethnographic research on cultural instruction in diverse Mandarin/English bilingual programs followed by collaborative work with K-8 Chinese teachers to develop an integrated language/culture curricular framework that enhances language proficiency while addressing issues of student motivation and retention.

Sharon Carstens is Professor of Anthropology at Portland State University. Dr. Carstens has conducted a series of ethnographic research projects with ethnic Chinese in Malaysia that focus on issues of identity, religion, ethnohistory, gender, and (more recently) language practices and ideologies.

I have learned that a culturally enriched second language curriculum can engage students more in the class after reading this article. The integration of cultural understandings into 1st language immersion curriculum is extremely necessary.

Reference

12. Carstens, S. (2015). Bilingual Education for Global Citizenship: Creating an Integrated Language/Culture Curriculum for Mandarin/English Students. *Human Organization, 74(1)*, 16-26.

13. Cortina, R., Makar, C., & Mount-Cors, M. (2015). Dual Language as a Social Movement: Putting Languages on a Level Playing Field. *Current Issues in Comparative Education*, *17(1),* 5-16.

14. Kelly, L. (2015). Language Environment of Dual Language Learners and the Use of Language Support Practices. *New Waves Education Research & Development*, *18(2),* 1-15.

15. Lao, C. (2004). Parents' Attitudes Toward Chinese-English Bilingual Education and Chinese-Language Use. *Bilingual Research Journal*, *28(1),* 99-121.

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